

OFFRE DE FORMATION MASTER

ACADEMIQUE

Etablissement	Faculté / Institut	Departement
Saida University Dr Moulay Tahar	Literature Foreign Languages and Arts	Department of Literature and English Language

Domaine : LLE

- Filière : **Langue anglaise / English Language**
- Offre de formation : **Master**
- Type : **Académique**

Spécialité : Literature and Civilization

الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التعليم العالي والبحث العلمي

عرض تكوين ماستر

أكاديمي

المؤسسة	الكلية/ المعهد	القسم
جامعة سعيدة	كلية الآداب واللغات	الإنجليزية

الميدان : آداب ولغات أجنبية

الشعبة : لغة انجليزية

التخصص : أدب وحضارة

السنة الجامعية: 2025-2026

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I – Fiche d'identité du Master
(Tous les champs doivent être obligatoirement remplis)

1 - Localisation de la formation : Université de Saida

Faculté (ou Institut) :

Département :

2- Partenaires de la formation *:

- autres établissements universitaires :

- entreprises et autres partenaires socio-économiques :

- Partenaires internationaux :

* = Présenter les conventions en annexe de la formation

3 – Contexte et objectifs de la formation

A – Conditions d'accès (*indiquer les spécialités de licence qui peuvent donner accès au Master*)

The program aims to provide students with a strong academic foundation in Anglophone literature and civilization, combining theory with practical application. It adopts a multidisciplinary approach, introducing key concepts, research methods, and analytical tools relevant to the field. A major goal is to prepare students for the successful completion of a final research project. Students will achieve advanced proficiency in English, with focus on grammar, syntax, semantics, and stylistics. They will develop strong written and oral communication skills, learning to present complex ideas clearly and persuasively.

The program offers in-depth literary analysis training, using linguistic, cultural, and sociological perspectives. Students will interpret literary texts within their historical and ideological contexts. A pedagogical component addresses the challenges of teaching English in diverse Anglophone settings. This includes understanding language variation and the cultural dimensions of language instruction. Students are also introduced to academic research practices specific to literature and civilization studies. They learn to formulate research questions and conduct thorough literature reviews.

The program balances academic rigor with practical training, preparing students for further study or professional roles. Seminars, coursework, and projects contribute to a holistic learning experience. By the end, students are well-equipped to pursue graduate studies or careers in education and research.

The program thus forms the cornerstone of academic and professional development in Anglophone studies.

B - Objectifs de la formation (*compétences visées, connaissances pédagogiques acquises à l'issue de la formation- maximum 20 lignes*)

Upon completing the final year of the *Licence 3* in "Languages, Literatures, and Civilizations," students acquire strong academic and professional skills that enable them to pursue Master's-level studies, particularly in Anglophone literature and civilization.

The Master's program offers a multidisciplinary curriculum, taught by specialists, and combines both theoretical knowledge and practical application across semesters five and six (S5/S6).

To enrich the academic experience, students participate in seminars led by acclaimed writers and national education officials, including curriculum designers and textbook authors.

These sessions provide valuable insights into current educational and literary practices.

Students also complete internships in schools during their Bachelor's studies, gaining hands-on experience and strengthening their teaching competencies.

This practical exposure helps them understand real-world classroom dynamics and the challenges of curriculum implementation.

In addition to internal graduates, the program is open to students from other national universities who hold a Bachelor's degree in Anglophone Languages, Civilizations, and Literatures.

These applicants must meet the necessary academic requirements to join the program and benefit from its advanced offerings.

C – Profils et compétences métiers visés (*en matière d'insertion professionnelle - maximum 20 lignes*) :

The program ultimately aims to develop critical, informed, and adaptable scholars ready to contribute to education and research in the humanities.

This program addresses several opportunities for creating new jobs and skills related to:

- Teaching English in public and private institutions. Students will be able to teach English while taking into account the specific cultural characteristics of its learning in a Anglophone context.
- Academic research in the field of Francophone literature and civilization.
- The development of national culture and tourism. Through this program, students will be sensitive to the cultural particularities of their native culture and to strategies for its teaching and dissemination through the foreign language.

D- Potentialités régionales et nationales d'employabilité des diplômés

Upon completion of the training

- General education sector
- University sector
- Tourism sector
- Culture sector
- Continuing education university

E – Passerelles vers d'autres spécialités

This program serves as a pathway to another complementary Master's degree in *English Teaching and Interculturality*. Both programs share a common goal: to equip students with the essential theoretical and practical knowledge required for teaching English and engaging in academic research.

They are particularly focused on the specific pedagogical and cultural challenges involved in designing and implementing English language teaching and learning programs within the Algerian educational context. Special attention is given to the integration of intercultural dimensions in language instruction, recognizing the importance of cultural awareness in fostering meaningful and effective language acquisition.

The proposed Master's degree also emphasizes the role of literature in the teaching process, exploring how literary texts can serve as a powerful medium for transmitting

cultural values and deepening linguistic competence. The use of literature is framed not merely as a tool for linguistic development, but as a gateway to intercultural understanding and communication.

Moreover, the program seeks to pave the way for learners to be proficiently equipped with cutting-edge technological tools—such as e-learning platforms, artificial intelligence, and information and communication technologies (ICT)—enabling them to integrate these innovations both within their academic disciplines and in their professional pursuits.

F – Indicateurs de suivi de la formation

- Reports from the department's teaching committees and training teams.
- Reports from the department's scientific committee
- Internship reports
- Final project
- Tutor reports

G – Capacité d'encadrement (donner le nombre d'étudiants qu'il est possible de prendre en charge)

4 – Moyens humains disponibles

A : Enseignants de l'établissement intervenant dans la spécialité :

Nom, prénom	Diplôme graduation + Spécialité	Diplôme Post graduation + Spécialité	Grade	Type d'inter
Prof . Benadla Djamel	Licence en Langue Anglaise	Doctorat es sciences : American Literature	Prof.	Cours
Prof. Berrazzoug Hanaa	Licence en Langue Anglaise	Doctorat es sciences : American Literature	Prof.	Cours
Prof. Rahmani Moukhtaria	Licence en Langue Anglaise	Doctorat es sciences	Prof.	Cours
Prof. Ghounane Nadia	Licence en Langue Anglaise	Doctorat	Prof.	Cours
Dr. Bessedett Latifa	Licence en Langue Anglaise	Doctorat es sciences Literature	MCA	Cours
Dr. Mehdaoui Anaria	Licence en Langue Anglaise	Doctorat es sciences Literature	MCA	Cours
Dr. Ouhiba nawel	Licence en Langue Anglaise	Doctorat es sciences Literature	MCA	Cours
Dr. Mehdaoui Djamila	Licence en Langue Anglaise	Doctorat es sciences Literature	MCA	Cours
Dr. Benzai Nassima	Master Lit & Civ	Ph.D. Sociology	MCB	Cours
Dr. Selmi Zakaria	Licence en Langue Anglaise	Doctorat es sciences	MCB	Cours
Dr. Messaoudi Merwan	Master Lit & Civ	Doctorat LMD	MCB	Cours
Dr. Mostefaoui Youcef	Master Lit& Civ	Doctorat LMD	MCB	Cours

* = Cours, TD, TP, Encadrement de stage, Encadrement de mémoire, autre (à préciser)

B : Encadrement Externe :

Etablissement de rattachement :

Nom, prénom	Diplôme graduation + Spécialité	Diplôme Post graduation + Spécialité	Grade	Type d'intervention *	Emargement

Etablissement de rattachement :

Nom, prénom	Diplôme graduation + Spécialité	Diplôme Post graduation + Spécialité	Grade	Type d'intervention *	Emargement

Etablissement de rattachement :

Nom, prénom	Diplôme graduation + Spécialité	Diplôme Post graduation + Spécialité	Grade	Type d'intervention *	Emargement

*** = Cours, TD, TP, Encadrement de stage, Encadrement de mémoire, autre (à préciser)**

5 – Moyens matériels spécifiques disponibles

A- Laboratoires Pédagogiques et Equipements : Fiche des équipements pédagogiques existants pour les TP de la formation envisagée (1 fiche par laboratoire)

Intitulé du laboratoire :

N°	Intitulé de l'équipement	Nombre	observations

B- Terrains de stage et formation en entreprise :

Lieu du stage	Nombre d'étudiants	Durée du stage

C- Laboratoire(s) de recherche de soutien au master :

Chef du laboratoire
N° Agrément du laboratoire
Date :
Avis du chef de laboratoire :

Chef du laboratoire
N° Agrément du laboratoire
Date :
Avis du chef de laboratoire:

D- Projet(s) de recherche de soutien au master :

Intitulé du projet de recherche	Code du projet	Date du début du projet	Date de fin du projet

E- Espaces de travaux personnels et TIC :

II – Fiche d'organisation semestrielle des enseignements

(Prière de présenter les fiches des 4 semestres)

Master 1: English Literature and Civilization – Curriculum Outline

S1

Unité d'Enseignement	VHS	V.H hebdomadaire				Coeff	Crédits	Mode d'évaluation	
	15 sem	C	TD	TP	Autres			Continu	Examen
UE fondamentales	202h30								
UEF1									
Matière1: British Literature 20 th century 1	45h00	1H30	1H30		55h	2	4	40%	60%
Matière2: American Literature 20 th century 1	45h00	1H30	1H30		55h	2	4	40%	60%
Matière3: British Civilization	45h00	1H30	1H30		55h	2	4	40%	60%
UEF2									
Matière 4: American Civ	45h00	1H30	1H30		55h	2	4	40%	60%
Matière 5: World Literature 1	22h30	1H30			27h30	1	2		100%
UE méthodologie									
Matière1: Thesis Writing	45h00		3H		55h	2	5	100%	
Matière2: Free and Open-source Software	45h00		3H		55h	2	2	100%	
Matière3: Academic Writing	15h00		1H		10h	1	2	100%	
UE découverte									
Matière1: History of Ideas	22h30	1h30			2h30	1	1		100%
Matière 2: Media Literature 1	22h30	1h30			2h30	1	1		
UE transversales									
Matière1 : Ethics and Deontology	22h30	1h30			2h30	1	1		100%
Total Semestre 2	375	12h00	13h00		375	17	30		

S2

Unité d'Enseignement	VHS	V.H hebdomadaire				Coeff		Crédits	Mode d'évaluation	
	15 sem	C	TD	TP	Autres				Continu	Examen
UE fondamentales										
UEF1										
Matière1: British Literature (20th century) 2	45h00	1H30	1H30		55h	2		4	40%	60%
Matière2: American Literature (20th century)2	45h00	1H30	1H30		55h	2		4	40%	60%
Matière3: British Civilization (20th century)	45h00	1H30	1H30		55h	2		4	40%	60%
UEF2										60%
Matière 4: American Civilization (20th century)	45h00	1H30	1H30		55h	2		4	40%	60%
Matière 5: World Literature 2	22H30	1H30			27H30	1		2		100%
UE méthodologie										
Matière1: Literary theory and criticism	45h00	1H30	1H30		55h	2		4	40%	60%
Matière2: Thesis Writing	45h00		3H		55h	2		4	100%	
Matière3: Academic Writing	15h00		1H		10h	1		1	100%	
UE découverte										
Matière1: History of Ideas	22h30	1h30			2H30	1		1		100%
Matière2: Media and Literature 2	22h30	1h30			2H30	1		1		100%
UE transversales										
Matière2 : Programmation Informatique	22h30		1h30		2h30	1		1	100%	
Total Semestre 2	375	12h00	13h00		375	17		30		

M2 S3

Unité d'Enseignement	VHS	V.H hebdomadaire				Coeff	Crédits	Mode d'évaluation	
	15 sem	C	TD	TP	Autres			Continu	Examen
UE fondamentales									
UEF1									
Matière 1: Modern and Post-Modern Drama	45h00	1H30	1H30		55h	2	4	40%	60%
Matière2: Introduction to Comparative Literature	45h00	1H30	1H30		55h	2	4	40%	60%
UEF2									
Matière3: Anglo-American History	45h00	1H30	1H30		55h	2	4	40%	60%
Matière 4: Modern Issues in Anglo-Saxon Civilization	45h00	1H30	1H30		55h	3	6	40%	60%
UE méthodologie									
Matière1: Literary theory and criticism	45h00		3H		55h	2	4	100%	
Matière2: Cultural Studies	45h00		3H		55h	2	4	100%	
Matière3: Academic Writing	37h30	1H30	1H		37h30	1	1	100%	
UE découverte									
Matière1: Media and Literature 3	45h00	1h30	1h30		5H00	2	2		100%
UE transversales									
Matière1: Artificial Intelligence	22h30		1h30		2h30	1	1	100%	
Total Semestre 2	375	09h00	16h00		375	17	30		

4- Semestre 4 :

Domaine : : LLE
Filière : English Language

Spécialité : *Literature and civilization*

Stage en entreprise sanctionné par un mémoire et une soutenance.

	VHS	Coeff	Crédits
Travail Personnel	375	17	30
Stage en entreprise	/	/	/
Séminaires	/	/	/
Autre : Mémoire	750	17	30
Total Semestre 4	750	17	30

5- Récapitulatif global de la formation : (indiquer le VH global séparé en cours, TD, pour les 04 semestres d'enseignement, pour les différents types d'UE)

VH \ UE	UEF	UEM	UED	UET	Total
Cours	450	90	90	45	675
TD	360	420	45	90	915
TP	/	/	/	/	/
Travail personnel	990	480	20	10	1500
Autre (préciser)	750	/	/	/	750
Total	2550	990	155	145	3840
Crédits	72	36	8	4	120
% en crédits pour chaque UE	60%	30%	6.67%	3.33%	100%

III - Programme détaillé par matière (1 fiche détaillée par matière)

Intitulé du Master : Literature and Civilization

Semestre : 1

Intitulé de l'UE : Fondamentale

Intitulé de la matière 1: British Literature (20th Century)/

Crédits : 04

Coefficients :02

Objectifs de l'enseignement

Students will be able to:

1. Understand Historical Contexts: Analyze how major historical events influenced literary themes and forms.

2. Explore Literary Movements: Identify key features of Modernism and Postmodernism
3. Engage with Major Authors & Texts: Critically examine works by writers such as Woolf, Joyce, Lawrence, and Atwood focusing on their social, political, and aesthetic contributions.
4. Develop Analytical Skills: Practice close reading to interpret symbolism, narrative techniques, and genre conventions in poetry, novels, and essays.

Connaissances préalables recommandées

Contenu de la matière (*indiquer obligatoirement le contenu détaillé du programme en présentiel et du travail personnel*)

Lecture 1: Introduction to Modern Philosophy

Td Session: The Philosophical Inheritance

Lecture 2: Modernism and the Fragmented Self

Td session: T.S. Eliot – *The Waste Land* (Excerpts)

Lecture 3: War, Trauma, and Memory

Td session: Wilfred Owen & Siegfried Sassoon – Selected War Poetry

Lecture 4: Women, Gender, and Modernist Identity

Td sessions: Virginia Woolf (Selected Essay)

Lecture 5: Class, Industry, and the Post-War Novel

Td session: D.H. Lawrence – *Sons and Lovers* (Excerpts)

Lecture 6: Existentialism, Absurdism, and the Theater

Td session: Samuel Beckett – *Waiting for Godot* (Excerpts)

Lecture 7: Race, Immigration, and Postcolonial Britain

Td session: Sam Selvon – *The Lonely Londoners* (Excerpts)

Lecture 8: Nation, History, and The Troubles

Td session: Seamus Heaney – Selected Poems

Lecture 9: Late 20th Century Voices & Fragmented Narratives

Td session: Jeanette Winterson – *Oranges Are Not the Only Fruit* (Excerpts)

Lecture 10: Recap: from Modern to Late Modern

Mode d'évaluation : *Contrôle continu, examen, etc...* (La pondération est laissée à l'appréciation de l'équipe de formation)

60% CC 40% Exam

Références (*Livres et photocopiés, sites internet, etc*).

References

Ben-Zvi, Linda. "Samuel Beckett." *The Cambridge Companion to Modern British Women Playwrights*, edited by Elaine Aston and Janelle Reinelt, Cambridge UP, 2000, pp. 35–48.

Das, Santanu. *Touch and Intimacy in First World War Literature*. Cambridge UP, 2005.

Eliot, T.S. *The Waste Land*. Edited by Michael North, W.W. Norton & Company (Norton Critical Edition), 2001.

Fussell, Paul. *The Great War and Modern Memory*. Oxford UP, 1975.

Heaney, Seamus. *Seamus Heaney: Selected Poems*. Faber & Faber, 1998

Kaplan, Sydney Janet. *Feminine Consciousness in the Modern British Novel*. U of Illinois P, 1975.

Kennedy-Andrews, Elmer. *The Poetry of Seamus Heaney: All the Realms of Whisper*. Macmillan, 1988.

Levenson, Michael. *A Genealogy of Modernism: A Study of English Literary Doctrine 1908–1922*. Cambridge UP, 1984.

McLeod, John. *Postcolonial London: Rewriting the Metropolis*. Routledge, 2004.

Nasta, Susheila. *Writing Across Worlds: Contemporary Writers Talk*. Routledge, 2004.

Owen, Wilfred. *Selected Poems*. Edited by Jon Stallworthy, Oxford UP, 2008.

Plain, Gill. Twentieth-Century Crime Fiction: Gender, Sexuality and the Body. Edinburgh UP, 2001.
Schwarz, Bill. The Expansion of England: Race, Ethnicity and Cultural History. Routledge, 1996.

Intitulé du Master : Literature and Civilization

Semestre : 1

Intitulé de l'UE : Fondamentale

Intitulé de la matière 2: American Literature (20th Century)

Crédits : 04

Coefficients :02

Objectives

Course Description :

This course explores major literary movements, figures, and cultural transformations in American literature from the early 20th century up to World War II. Through novels, poetry, essays, and drama, students will investigate how American writers responded to modernity, industrialization, race relations, gender issues, and evolving national identity.

Course Objectives

By the end of this course, students will be able to:

- Analyze the major literary movements of early 20th-century America (Modernism, Harlem Renaissance, Southern Gothic, etc.).
- Contextualize literary works within the historical, social, and political dynamics of the period.
- Critically engage with themes of race, class, gender, and the American Dream.
- Develop academic writing and research skills through essays and presentations.

Prerequisite Knowledge

Course Content

Lecture 1: Introduction to 20th Century American Literature

- Historical context: Industrialization, immigration, and urbanization.
- Concepts: Modernism, fragmentation, alienation.

Lecture 2: Early Modernism

T. S. Eliot – *The Waste Land*

Themes: Decadence, loss, disillusionment, the Jazz Age.

Lecture 3: Harlem Renaissance

- **Langston Hughes** – Selected Poems
- **Zora Neale Hurston** – *Their Eyes Were Watching God*

Themes: Race, cultural identity, resistance, folklore.

Lecture 4: Southern Gothic & American Regionalism

- William Faulkner – *The Sound and the Fury*
- Flannery O'Connor – *A Good Man is Hard to Find*

Themes: Decay, grotesque, religious symbolism.

Lecture 5: Women's Voices

- Edith Wharton – *The House of Mirth*
- Djuna Barnes – *Nightwood*

Themes: Gender, class, sexual identity.

Lecture 6: American Drama

- Eugene O'Neill – *Long Day's Journey into Night*
- Tennessee Williams – *The Glass Menagerie*

Themes: Family dysfunction, illusions, trauma.

Mode d'évaluation :

40% CC 60% Exam

Références

Gray, R. (2019). *A history of American literature* (3rd ed.). Wiley-Blackwell.

Levine, R. S. (Ed.). (2018). *The Norton anthology of American literature: Vols. D & E* (9th ed.). W. W. Norton & Company.

Smith, J. (Ed.). (2022). *The Cambridge companion to American literature*. Cambridge University Press.

Intitulé du Master : Literature and Civilization

Semestre : 1

Intitulé de l'UE : Fondamentale

Intitulé de la matière 3 : British Civilization

Crédits : 04

Coefficients : 02

Objectifs de l'enseignement

This course aims to provide a comprehensive understanding of key historical developments that have shaped modern Britain. It traces the profound transformations brought about by the Industrial Revolution, examines the evolution of governance through significant political reforms, and explores the nation's trajectory from World War to World War. Further, it delves into the complexities of post-war British society, while critically engaging with the themes of change, conflict, and continuity that have characterized Contemporary Britain from the 1960s to the early 21st century.

Connaissances préalables recommandées

A general understanding of early modern European history and basic skills in reading and analyzing historical texts in English are recommended for this course.

Contenu de la matière

- The Industrial Revolution: A Turning Point in Human History
- Political Reform in Great Britain: From Aristocracy to Democracy
- From World War to World War: Europe in Crisis and Transformation (1914–1945)
- Post-War Society: Reconstruction, Reform, and the Birth of the Welfare State
- Contemporary Britain: Change, Conflict, and Continuity from the 1960s to the Early 21st Century
- Empire into Commonwealth: From Imperial Power to Voluntary Association

Mode d'évaluation

Contrôle continu 40%

Examen 60%

Références

Pouvelle, J., Niemeyer, M., & Park, A. (2019). *Repères de civilisation : Grande-Bretagne et États-Unis*. Éditions Ellipses.

Intitulé du Master : Literature and Civilization

Semestre : 1

Intitulé de l'UE : Fondamentale

Intitulé de la matière 4 : American Civilization (From Reconstruction to WW1)

Crédits : 04

Coefficients :02

Objectifs de l'enseignement (*Décrire ce que l'étudiant est censé avoir acquis comme compétences après le succès à cette matière – maximum 3 lignes*).

By the end of this course, students will be able to:

- Analyze the political, economic, and social transformations that shaped the United States between 1865 and 1917.
- Evaluate the effects of Reconstruction on American society, especially regarding race relations and federal-state dynamics.
- Examine the rise of American imperialism and the country's growing role in international affairs.
- Discuss the significance of the Progressive Era reforms and their lasting legacy in American political life.

-Contextualize the factors leading to American involvement in World War I.

Connaissances préalables recommandées

A general knowledge of U.S. history up to the Civil War and the ability to read and analyze historical texts in English are recommended for this course.

Contenu de la matière

- Introduction — The United States in 1865
- Reconstruction (1865-1877)
- The Gilded Age — Industrialization and Urbanization
- Westward Expansion and Native American Displacement
- The Rise of American Imperialism
- Politics and Society in the Gilded Age
- The Progressive Era (1890-1917)
- America on the World Stage: From Neutrality to War (1914-1917)

Mode d'évaluation :

40% CC 60 Exam

References

Boyer, Paul S. *The Enduring Vision: A History of the American People*. Cengage Learning, 2013.

Foner, Eric. *Give Me Liberty!: An American History*. W. W. Norton & Company, 2017.

Foner, Eric. *Reconstruction: America's Unfinished Revolution, 1863-1877*. Harper & Row, 1988.

McGerr, Michael. *A Fierce Discontent: The Rise and Fall of the Progressive Movement in America, 1870-1920*. Oxford University Press, 2003.

Semester 1:

UE Fondamentale

Matière 5 : World Literature

Coef:1

Credits:02

Time: 1h30

Objectives :

To introduce students to formative literary texts from ancient and medieval cultures, studying how early narratives express universal human concerns such as heroism, destiny, morality, and the search for meaning.

Connaissances préalables recommandées

Students should have a basic understanding of literary genres, historical contexts, and major cultural traditions. Familiarity with concepts of translation, globalization, and intercultural exchange will enrich their engagement with world literature.

Contenu de la matière

Lesson 1: *The First Hero: Death and Immortality*

The Epic of Gilgamesh (Anonymous),

Lesson 2: *The Hero's Journey: Order and Chaos*

The Odyssey by Homer

Lesson 3: *Fate, Tragedy, and Moral Responsibility*

Oedipus Rex by Sophocles..

Lesson 4: *Empire, Prophecy, and the Founding of Nations*

The Aeneid by Virgil.

Lesson 5: *The Structure of the Afterlife and Medieval Thought*

The Divine Comedy: Inferno by Dante Alighieri.

Lesson 6: *Renaissance Tragedy and the Question of Being*

Hamlet by William Shakespeare

Lesson 7: *Courtly Aesthetics and the Transience of Life*

The Tale of Genji by Murasaki Shikibu.

Mode d'évaluation :

100% Exam

References

Casanova, P. (2004). *The world republic of letters* (M. B. DeBevoise, Trans.). Harvard University Press. (Original work published 1999)

Damrosch, D. (2003). *What is world literature?* Princeton University Press.

Puchner, M. (Ed.). (2018). *The Norton anthology of world literature* (Shorter 4th ed.). W. W. Norton & Company.

Intitulé du Master : Literature and Civilization

Semestre : 1

Intitulé de l'UE : Methodology

Intitulé de la matière 1: Thesis Writing

Crédits : 04

Coefficients :02

Objectifs de l'enseignement

By the end of the course, students will be able to:

- write appropriate abstracts
- write appropriate introductions
- write appropriate conclusions
- reference information effectively

Connaissances préalables recommandées (*descriptif succinct des connaissances requises pour pouvoir suivre cet enseignement – Maximum 2 lignes*)

Contenu de la matière

1.Design of the abstract

- What is an abstract
- Types of abstract
- Rules for writing a good abstract
- Inappropriate abstracts

2.Design of the general introduction

- Meaning of the general introduction
- Rules for writing the general introduction
- Inappropriate general introductions

3. Chapter Introductions and Conclusions

- Importance of a chapter introduction
- How to write a chapter introduction
- Importance of a chapter conclusion
- How to write a chapter conclusion

4. Design of the general conclusion

- How to write the general conclusion
- Rules for writing the general conclusion
- Inappropriate general conclusion

5. Reference Styles

- In-text citation in MLA style
- Referencing sources in the works-cited list (MLA style)
- In-text citation in APA style
- Referencing sources in the works-cited list (APA style)
- Use of endnotes and footnotes

Mode d'évaluation :

100% CC

References

- Armstrong, Nancy, Garrett, Anne. "How to Write Better Introductions and Conclusions". Available at: <https://www4.csudh.edu/Assets/.../introductions-conclusions.pdf>
- Byram, A. *Social Research Methods*. Oxford: Oxford University Press.
- "How to Paraphrase Effectively".
- Available at: <http://www.higherscore.ca/downloads/Higher%20Score%20Free%20Advice%2020-%20Paraphrasing.pdf>
- "Introductions and Thesis Statements". Available at: https://www.hamilton.edu/documents/writing-center/Intr_os.PDF

. Intitulé du Master : Literature and Civilization

Semestre : 1

Intitulé de l'UE : Methodology

Intitulé de la matière 2: Free-Open SourceSoftware

Crédits : 02

Coefficients :02

Volume horaires : 14 semaines, 21 heures

Objectifs de l'enseignement

Objectif du cours :

Comprendre les logiciels libres permet aux étudiants de découvrir une alternative solide aux logiciels propriétaires, en leur fournissant les compétences nécessaires pour s'intégrer efficacement dans l'écosystème technologique moderne, en leur apportant des connaissances sur les outils pratiques spécifiques à l'open source.

Connaissances préalables recommandées

Contenu de la matière

Connaissances préalables recommandées :

Connaissances de base sur l'utilisation de l'outil informatique.

Chapitre I : Introduction générale (10%)

- Définitions et histoire des logiciels libres et open source.
- Différences entre logiciels libres, open source et logiciels propriétaires.
- Philosophie et enjeux éthiques des logiciels libres.
- Types de licences (GPL, LGPL, MIT, Apache, BSD, Creative Commons).

Chapitre II : S'adapter à MX Linux (45%)

- Présentation générale de MX Linux : origines, caractéristiques et avantages.
- Comparaison avec d'autres distributions Linux (Ubuntu, Debian, Fedora).
- Découverte de l'environnement de bureau Xfce personnalisé par MX Linux.
- Gestionnaire de paquets : MX Package Installer, Synaptic, APT.
- Installation, suppression, et mise à jour des logiciels.
- MX Tools : présentation et utilisation (MX Snapshot, MX Tweak, MX Boot Options).
- Personnalisation du système : thèmes, panneaux, raccourcis clavier.
- Introduction au terminal Linux et Commandes de base (navigation, gestion des fichiers et dossiers, édition).

Chapitre III : S'adapter à LibreOffice (45%)

- Présentation générale de LibreOffice (historique, caractéristiques, avantages).
- Présentation rapide des applications intégrées (Writer, Calc, Impress, Draw, Base)
- Traitement de texte avec LibreOffice Writer.
- Tableur avec LibreOffice Calc.
- Présentations avec LibreOffice Impress.
- Initiation au LibreOffice Base.
- Dessin vectoriel avec LibreOffice Draw.

Mode d'évaluation :

Contrôle continu (100%).

Références

1. **Shotts, W. E. (2019).** *The Linux Command Line: A Complete Introduction*. No Starch Press.
2. **Documentation officielle du projet Debian (www.debian.org).**
3. Documentation officielle LibreOffice (documentation.libreoffice.org).
4. Fogel, K. (2017). *Producing Open Source Software: How to Run a Successful Free Software Project*. O'Reilly Media.
5. Jean-François Sehan (2020). *LibreOffice - Guide pratique*. Eyrolles.

6. Laurent, S. (2009). *Comprendre l'Open Source : logiciels libres, licences libres, logiciels gratuits*. Eyrolles.
7. **MX Linux Official User Manual (accessible gratuitement en ligne).**
8. Stallman, R. M. (2002). *Free Software, Free Society: Selected Essays of Richard M. Stallman*. GNU Press.
9. Weber, S. (2004). *The Success of Open Source*. Harvard University Press.

Intitulé du Master : Literature and Civilization

Semestre : 1

Intitulé de l'UE : Methodology

Intitulé de la matière 3: Matière3: Academic Writing

Crédits : 01

Coefficients :01

Objectifs de l'enseignement

By the end of this course, students should:

- to build students' skills in academic writing types, grammar accuracy, and vocabulary.
- train students to paraphrase, summarize, synthesize, and reference sources correctly using APA and MLA styles.
- learn to structure papers, balance quotations, and use academic language effectively in their writing.

Connaissances préalables recommandées

Contenu de la matière (*indiquer obligatoirement le contenu détaillé du programme en présentiel et du travail personnel*)

- I. Academic writing: An Introduction
 - a. Different Genres of Academic Writing
 - b. Characteristics of Academic Writing
 - c. The Purpose of Academic Writing
 - d. The Structure of Academic Writing
 - e. The Process of Academic Writing
 - f. Academic Writing and other Forms of Writing
- II. Claims and Evidence in Academic Writing
 - a. Claim: Definition
 - b. Features of a Good Claim
 - c. Evidence: Definition
 - d. Types of Evidence
- III. Language and Style in Academic Writing
 - a. Formal vs Informal Style
 - b. Vocabulary
 - c. Grammar
 - d. Verb List for Academic Writing

Mode d'évaluation :

100% CC

Références (*Livres et photocopiés, sites internet, etc*).

Bowker, N. (2007). *Academic writing: A guide to tertiary level writing*. New Zealand Massey University. Student Learning Development Services. Available at: <http://owl.massey.ac.nz/pdf/Academic-Writing-Guide.pdf>

Hacker, D. (2009). *Rules for writers* (6th ed). New York: Bedford/St. Martin's. Available at: www.petergagne.com/Legal%20Philosophy-%202011/000_RFW6e_Preface.pdf

Hairston, M., & Keen, M. (2003). *Successful writing*. New York: Norton. Available at: <http://www.chercheinfo.com/uploads/1941-c5011e54de.pdf>

Intitulé du Master : Literature and Civilization

S1

UE Decouvertes

Matière 1 : History of Ideas

Credits : 1

Coef :1

Objectifs de l'enseignement

By the end of this course, students should be able to:

1. Identify key philosophical, scientific, political, and religious ideas that have shaped history.
2. Analyze the historical contexts in which major ideas emerged.
3. Compare and contrast different intellectual traditions.

Connaissances préalables recommandées

Students should have a basic understanding of major historical periods, philosophical traditions, and key cultural movements. Familiarity with foundational concepts in philosophy, political thought, and intellectual history will help them critically engage with the development and transformation of ideas over time.

Contenu de la matière

Lesson 1: Introduction to the History of Ideas

- What are ideas? Why do they matter?
- Conceptual frameworks and historiography

Lesson 2: Ancient Greece: Birth of Philosophy

- Socrates, Plato, and Aristotle
- Themes: ethics, politics, metaphysics

Lesson 3: The Rise of Rationalism and Science

Lesson 4: The Renaissance and Humanism

- Rediscovery of classical texts
- Individualism and secularism

Lesson 5: The Scientific Revolution

- Galileo, Newton, and empirical inquiry
- Methodological and cosmological shifts

Lesson 6: Enlightenment Thought

- Locke, Rousseau, Voltaire, Kant
- Reason, liberty, and progress

Lesson 7: The Modern Crisis of Meaning

Mode d'évaluation : 100% Exam

Références

Brett, A., & Tully, J. (Eds.). (2006). *Rethinking the foundations of modern political thought*. Cambridge University Press.

Lovejoy, A. O. (1936). *The great chain of being: A study of the history of an idea*. Harvard University Press.

Berlin, I. (2013). *The crooked timber of humanity: Chapters in the history of ideas*. Princeton University Press.

Skinner, Q. (1969). Meaning and understanding in the history of ideas. *History and Theory*, 8(1), 3–53.

Intitulé du Master : Literature and Civilization

S1

UE Decouvertes

Matière 2: Media and Literature/ Dr. Ouhiba

Credits : 1

Coef :1

Objectifs de l'enseignement

To familiarize students with fundamental concepts in media studies and literary criticism.

- To explore the interplay between media and literature within historical and cultural contexts.
- To develop students' skills in critical analysis, academic writing, and media-literary interpretation.
- To foster an understanding of how media narratives, influence and reflect societal values.

Connaissances préalables recommandées

Students should have basic skills in literary analysis and media literacy. They should be familiar with key historical, cultural, and social contexts influencing literature and media. Competency in academic reading, writing, and interpreting narratives across different forms is also expected.

Contenu de la matière

1 | Introduction to Media and Literature

- Literature and media as dynamic, cultural systems of meaning

2 | What is Literature? What is Media?

- Key concepts mapping, group work on definitions

3 | History of Media and Print Culture

- Timeline creation: From Gutenberg to Digital Age

4 | Literary Genres and Media Forms

- Compare and contrast exercise: Novel vs. Film

5 | Narrative Techniques in Literature and Media

- Group analysis: Point of view, setting, and character

6 | Representation and Ideology in Media

- Media deconstruction: Ads, news clips, magazine covers

7 | Adapting Literature into Media

- Case study: Literary text and its film adaptation

Mode d'évaluation :

100% Exam

Références

Lisa Gitelman. *Always Already New: Media, History, and the Data of Culture*. MIT Press, 2006.

Marshall McLuhan. *Understanding Media: The Extensions of Man*. MIT Press, 1994 (original 1964).

Raymond Williams. *Keywords: A Vocabulary of Culture and Society*. Oxford UP, 1983.

Intitulé du Master : Literature and Civilization

Semestre : 1

Intitulé de l'UE : Transversales

Intitulé de la matière : Ethics and Deontology

Credits :01

Coefficients :01

Objectifs de l'enseignement

- 1- To define ethics and trace its historical development;
- 2- To introduce students to the different approaches to ethics;
- 3- To explain and show the importance of ethics in different academic and work communities;
- 4- To highlight the necessity for respecting ethical rules while doing research;

- 5- Identifying the types of research misconduct: fabrication, falsification, and plagiarism.

Connaissances préalables recommandées

Students should have a basic understanding of philosophical reasoning, moral concepts, and major ethical traditions. Familiarity with key terms like duty, rights, consequences, and moral law will support deeper engagement with ethical theories, especially deontology.

Contenu de la matière

Introduction to ethics and deontology

- 1- Historical Background
- 2- Approaches to ethics
- 3- Ethics and Deontology in Academic research
 - a- Ethical dilemmas
 - b- Code of conduct: definition
 - c- University chart of ethics
 - d- The role of ethics in academic Research
- 4- Ethical issues in conducting research
 - a- Ethical issues before the study began
 - b- The role of scientific committees and boards
 - c- Ethical issues related to participants
- 5- Ethical issues during the conduction of the study
 - a- Videos and audio recordings
 - b- Ethics of case study and survey
- 6- Research misconduct, plagiarism, falsification, and fabrication.
- 7- Ethics and professionalism in the workplace: The case of Teaching

Mode d'évaluation :

100% Exam

Références

Lou, S (2002) Textbook of Research Ethics – Theory and Practice. KLUWER ACADEMIC PUBLISHERS

Lester, D.J& Lester D.J. jr – 15th ed- (2015), Writing Research Papers – A Complete Guide. PEARSON

Hartley, J. (2008) Academic Writing and Publishing – A practical Handbook. Taylor& Francis e-library

Oliver, P. (2010) The student's guide to research ethics. McGraw Hill. Open university Press

Intitulé du Master : Literature and Civilization

Semestre : 2

Intitulé de l'UE : Fondamentale

Intitulé de la matière 1: British Literature (20th century)

Crédits : 04

Coefficients :02

Objectifs de l'enseignement

Final Objectives

- 1) Introduce students to 20th-century British Literature
- 2) Study of key authors, major literary movements and themes.
- 3) Study of Writers' responses to historical incidents
- 4) Examine narrative and literary experimentation (stream of consciousness and fragmentation)
- 5) Highlight identity, gender, and class.

Connaissances préalables recommandées

Course Content

Lecture 1: Introduction (20th-Century British Literature)

- The study of Historical, Cultural and Key Literary components such as the two World Wars, the decline of Empire, Realism, Modernism, War Literature, Postcolonialism, Postmodernism

Lecture 2 : Modernism and the Self Fragmentation

- **Study of selected excerpts from** Virginia Woolf 's *Mrs. Dalloway* (exploration of Stream of consciousness, fractured time, inner vs. outer life)

Lecture 3 : Modernism and Self Fragmentation

- Study of *To the Lighthouse* as an alternative text (exploration and analysis of Subjectivity, memory, and narrative technique)
- Comparing Woolf's style and modernist "aesthetics"

Lecture 4: Women's Voices and Gendered Writing

- Gender and the inclusion of women writers in modernist fiction (A study of excerpts from Woolf's *A Room of One's Own*)

Lecture 5: War Poetry and the Trauma of the First World War

- Study of a selection of Texts to discuss themes of: patriotism, horror, protest, memory, and trauma
 - Wilfred Owen 's *Dulce et Decorum Est*, *Anthem for Doomed Youth*

- Selected parts from Siegfried Sassoon's *Counter-Attack*
- Rupert Brooke's *The Soldier*

Lecture 6 : Satire and Society (Interwar Period)

- Satire, absurdity and decay in selected parts of Evelyn Waugh's *Decline and Fall*

Lecture 7 : Dystopia and Technocratic Control

- Exploration of consumerism, dehumanization and the departure of individualism in Aldous Huxley's *Brave New World*

Lecture 8: Post-War Britain and the Fall of the Empire

- Totalitarianism, control and truth in George Orwell's *1984*
- Including *Shooting an Elephant* as a secondary reading

Lecture 9 : Conscientiousness, Faith, and Decline

- Considering Ambiguity of morals, Religion and Imperial Decline in Graham Greene's *The Heart of the Matter*
- Regarding *The Quiet American* as a second reading

Lecture 10: Postcolonial Responses

- Studying intertextuality with *Jane Eyre*, *Madness*, *Voicelessness*, and Caribbean Identity in Jean Rhys's *Wide Sargasso Sea*

Lecture 11 – Youth Anger and Realism in Britain

- Study of ideas like Alienation, Masculinity, and the hatred toward class in John Osborne's *Look Back in Anger*

Lecture 12: Working-Class Fiction and Alienation

- Study of voicing, agency, resistance, isolation and youth in Alan Sillitoe's *The Loneliness of the Long-Distance Runner*

Lecture 13: (Post)modernism and Experimentation

- Introduction to Postmodern techniques such as metafiction, irony, non-linear narrative
- Overview of selected excerpts belonging to authors such as Angela Carter, B.S. Johnson
- How 20th-century British lit transitions into postmodern style

Mode d'évaluation :

40% CC 60% Exam

Références

Bradbury, M., & McFarlane, J. (Eds.). (1991). *Modernism: A guide to European literature 1890–1930*. London, England: Penguin Books.

Caruth, C. (1996). *Unclaimed experience: Trauma, narrative, and history*. Baltimore, MD: Johns Hopkins University Press.

Showalter, E. (1999). *A literature of their own: British women novelists from Brontë to Lessing* (Rev. ed.). London, England: Virago.

Waugh, P. (1984). *Metafiction: The theory and practice of self-conscious fiction*. London, England: Methuen.

Intitulé du Master : Literature and Civilization

Semestre : 2

Intitulé de l'UE : Fondamentale

Intitulé de la matière 1 : American Literature

Crédits : 04

Coefficients :02

Objectifs de l'enseignement

Course Description:

This course examines the literary developments following World War II in the United States, covering movements such as the Beat Generation, Postmodernism, Black Arts Movement, feminist literature, and multicultural writing. Emphasis is placed on how literature reflects and critiques social upheavals, identity politics, and cultural transformation.

Final Objectives :

By the end of this course, students will:

- Distinguish between literary trends and movements of post-war America.
- Critically interpret texts within their socio-political and historical contexts.
- Explore the intersections of race, gender, sexuality, and class in literature.
- Produce scholarly work demonstrating depth of research and critical theory application.

Connaissances préalables recommandées

Course Content :

Lecture 1: The Post-War Context

- Introduction to Cold War culture, suburbia, the GI Bill, Civil Rights beginnings.

Readings:

- Philip Roth – *Goodbye, Columbus*

- Norman Mailer – *The Naked and the Dead*

Lecture 2: The Beat Generation

- Jack Kerouac – *On the Road*
- Allen Ginsberg – *Howl*

Themes: Rebellion, freedom, sexual liberation, anti-establishment.

Lecture 3: Postmodernism

- Thomas Pynchon – *The Crying of Lot 49*
- Don DeLillo – *White Noise*

Themes: Paranoia, media saturation, simulation.

Lecture 4: Civil Rights and Black Arts Movement

- James Baldwin – *The Fire Next Time*
- Toni Morrison – *Beloved*

Themes: Race, memory, trauma, African-American identity.

Lecture 5: Feminist & Queer Literature

- Sylvia Plath – *The Bell Jar*
- Audre Lorde – *Zami: A New Spelling of My Name*

Themes: Female agency, mental health, intersectionality.

Lecture 6: Multicultural and Diasporic Voices

- Sandra Cisneros – *The House on Mango Street*
- Maxine Hong Kingston – *The Woman Warrior*

Themes: Immigration, identity politics, hybridity.

Mode d'évaluation :

40% CC

60% Exam

References

Ammons, Elizabeth. *Conflicting Stories : American Women Writers at the Turn into the Twentieth Century*. Oxford University Press, 1991.

Gray, R. (2019). *A history of American literature* (3rd ed.). Wiley-Blackwell.

Levine, R. S. (Ed.). (2018). *The Norton anthology of American literature: Vols. D & E* (9th ed.). W. W. Norton & Company.

Smith, J. (Ed.). (2022). *The Cambridge companion to American literature*. Cambridge University Press.

Intitulé du Master : Literature and Civilization

Semestre : 2

Intitulé de l'UE : Fondamentale

Intitulé de la matière 3 : British Civilization (British Political Institutions)

Crédits : 02

Coefficients :04

Objectifs de l'enseignement

This course aims to provide a nuanced understanding of contemporary Britain through its people, political institutions, and cultural frameworks. It examines the British Constitution, parliamentary system, political parties, educational structures, and the role of the media. By the end, learners will grasp the forces shaping modern British society and governance.

Connaissances préalables recommandées

Contenu de la matière

- Who Are the British?
- The British Constitution and Parliament
- The Political Parties of the United Kingdom
- The British Educational System
- The British Media

Mode d'évaluation :

40% CC 60 Examen

Références

Pouvelle, J., Niemeyer, M., & Park, A. (2019). *Repères de civilisation : Grande-Bretagne et États-Unis*. Éditions Ellipses

Sandbrook, D. (2006). *White Heat: A History of Britain in the Swinging Sixties*. Little, Brown.

Intitulé du Master : Literature and Civilization

Semestre : 2

Intitulé de l'UE : Fondamentale

Intitulé de la matière 4 : *American Civilization*

Crédits : 02

Coefficients :04

Objectifs de l'enseignement

This course critically examines key turning points in modern American history, tracing the nation's ascent from isolationism to global leadership. Through thematic studies of World Wars, economic crises, cultural upheavals, and ideological conflicts, it reveals the dynamic forces that have shaped the United States and its role on the world stage.

Connaissances préalables recommandées

Contenu de la matière

- World War I: From Isolation to Global Influence
- The Roaring Twenties: A Decade of Contradictions and Change
- The Great Depression: A Nation in Crisis and the Response of the New Deal
- World War II: America's Involvement and the Global Transformation
- The Cold War: A Global Struggle for Ideological Dominance

Mode d'évaluation :

40%CC 60% Examen

Références (*Livres et photocopiés, sites internet, etc*).

Brinton, W. M. (2015). *An abridged history of the United States*. Academic Press.

Pouvelle, J., Niemeyer, M., & Park, A. (2019). *Repères de civilisation : Grande-Bretagne et États-Unis*. Éditions Ellipses.

Remini, R. V. (2009). *A short history of the United States*. Harper Collins.

Semester 2:

UE Fondamentale

Matière 5 : World Literature (Modernity, Identity, and Global Voices)

Coef:1

Credits:02

Time: 1h30 Semestre 2: World Literature

Objective:

By the end of this course, students will be able to:

-Analyze contemporary world literature through the lenses of identity, migration, trauma, and resistance, with particular attention to feminist and diasporic narratives.

-Examine the cultural, social, and historical contexts shaping literary works from diverse global traditions including African, Asian American, Arab diaspora, Chicano, and Jewish American literatures.

-Identify and compare recurring literary themes such as alienation, exile, gender constraints, spirituality, and survival across varied cultural and historical experiences.

Connaissances préalables recommandées (*descriptif succinct des connaissances requises pour pouvoir suivre cet enseignement – Maximum 2 lignes*).

Before enrolling in this course, students should have : **Basic knowledge of literary analysis and terminology** and **familiarity with key literary movements and genres**. They should understand some events like **World War II, colonialism and decolonization, immigration patterns**, and **diaspora movements** relevant to African, Asian American, Arab, Chicano, and Jewish American experiences.

Contenu de la matière

Lesson 1: Contemporary Feminist World Literature

The Thing Around Your Neck (2009) by Americanah, Chimamanda Ngozi Adichie

Themes:

The African diaspora experience in America

Gender roles and the constraints on women

Love, betrayal, and personal identity

Lesson 2: Asian American Renaissance

No-No Boy by John Okada

Themes:

Racism and xenophobia in America

Post-war trauma and disillusionment

Alienation within one's own community

Lesson 3: Arab diaspora writing

The Dream Hotel by Laila Lalami

Themes:

Migration and exile

The conflict between personal ambition and social expectation

Hope and disillusionment

Lesson 4: experimental contemporary fiction

I Leave It Up to You by Jinwoo Chong

Themes:

Trauma and healing

Identity and assimilation

Intergenerational conflict

Lesson 5: Magical Realism :

Bless Me, Ultima by Rudolfo Anaya

Themes:

Spirituality and mysticism

Clash between indigenous beliefs and Catholicism

The power of nature and the supernatural

Lesson 6: Second-Generation Holocaust Literature

The Shawl by Cynthia Ozick

Themes:

Holocaust trauma and survival

The brutality of dehumanization

Loss of innocence and the persistence of horror

Lesson 7: Colonial Encounter and Cultural Disintegration

Things Fall Apart by Chinua Achebe. .

Mode d'évaluation :

40%CC 60% Examen

References

-Anzaldúa, G. (2012). *Borderlands/La Frontera: The new mestiza* (4th ed.). Aunt Lute Books.

-Ashcroft, B., Griffiths, G., & Tiffin, H. (2013). *Post-colonial studies: The key concepts* (3rd ed.). Routledge..

-Caruth, C. (1996). *Unclaimed experience: Trauma, narrative, and history*. Johns ---Hopkins University Press.
-Lim, S. G., & Ling, A. (Eds.). (1992). *Reading the literatures of Asian America*. Temple University Press.

Intitulé du Master: Literature and Civilization

Semestre : 2

Intitulé de l'UE : Methodology

Intitulé de la matière 1 : Literary Theory

Crédits : 04

Coefficients :02

Objectifs de l'enseignement

This curriculum introduces students to the historical foundations and evolving trajectories of literary criticism and theory. It equips learners to contextualize critical influences on literary studies and to approach texts with enhanced theoretical and analytical acuity. The program fosters the application of key theoretical concepts across a range of critical frameworks, encouraging original, reflective, and historically informed readings.

Connaissances préalables recommandées

Course Content

- Defining Critical Theory
- The Difference between Critical Theory and Literary Criticism
- Moral Criticism and Dramatic Construction (Mimetic Theory of Arts)
- Biographical Criticism
- Historicism
- New Criticism

Mode d'évaluation :

40% CC 60 Examen

Références

Benadla, D. (2021). *Critical theory made simple: Guide to master students*. Khayal Edition
Eagleton, Terry. (1983). *Literary Theory: An Introduction*. London: University of Minnesota Press
Rapaort, Herman. *The Literary Theory Toolkit A Compendium of Concepts and Methods*. Wiley Blackwell, Ltd., 2011
Tyson, Lois. *Critical Theory Today: A User Friendly Guide*. New York: Routledge, 2006

Intitulé du Master : Literature and Civilization

Semestre : 2

Intitulé de l'UE : Methodology

Intitulé de la matière 2 : Thesis Writing

Crédits : 04

Coefficients :02

Objectifs de l'enseignement

By the end of the course, students will be able to:

- write appropriate abstracts
- write appropriate introductions
- write appropriate conclusions
- reference information effectively

Connaissances préalables recommandées (*descriptif succinct des connaissances requises pour pouvoir suivre cet enseignement – Maximum 2 lignes*).

Students should have strong academic writing skills, including paraphrasing, summarizing, quoting, and referencing. They must understand research methods, source evaluation, and basic academic argumentation techniques.

Contenu de la matière

6. Chapter Introductions and Conclusions
 - Importance of a chapter introduction
 - How to write a chapter introduction
 - Importance of a chapter conclusion
 - How to write a chapter conclusion
7. Design of the general conclusion
 - How to write the general conclusion
 - Rules for writing the general conclusion
 - Inappropriate general conclusion
8. Reference Styles
 - In-text citation in MLA style
 - Referencing sources in the works-cited list (MLA style)
 - In-text citation in APA style
 - Referencing sources in the works-cited list (APA style)

Use of endnotes and footnotes

Mode d'évaluation :

100% CC

Références (*Livres et photocopiés, sites internet, etc*).

Armstrong, Nancy, Garrett, Anne. "How to Write Better Introductions and Conclusions". Available at: <https://www4.csudh.edu/Assets/.../introductions-conclusions.pdf>

Byram, A. *Social Research Methods*. Oxford: Oxford University Press.

"How to Paraphrase Effectively". Available at:

<http://www.higherscore.ca/downloads/Higher%20Score%20Free%20Advice%202%20-%20Paraphrasing.pdf>

"Introductions and Thesis Statements". Available at:

https://www.hamilton.edu/documents/writing-center/Intr_os.PDF

Intitulé du Master : Literature and Civilization

Semestre : 2

Intitulé de l'UE : Methodology

Intitulé de la matière 3: Academic Writing

Crédits : 01

Coefficients :01

Objectifs de l'enseignement

By the end of this course, students should:

- to build students' skills in academic writing types, grammar accuracy, and vocabulary.
- train students to paraphrase, summarize, synthesize, and reference sources correctly using APA and MLA styles.
- learn to structure papers, balance quotations, and use academic language effectively in their writing.

Connaissances préalables recommandées

Students should have basic English language proficiency in grammar, vocabulary, and sentence structure. They need to understand the difference between formal and informal writing and the purpose of academic work. Familiarity with reading and understanding academic texts in English is recommended.

Contenu de la matière

- I. Text- Citations
 - a. Identifying Academic Sources
 - b. Putting the Authors' Ideas into your own words
 - Paraphrasing
 - Definition
 - Guidelines for an Effective Paraphrasing
 - Summarizing
 - Definition
 - Guidelines in Writing a Summary
 - Quoting
 - Quotation Tips

- Integrating Quotations
- Synthesizing

II. Referencing and Citation Style (APA & MLA Styles)

- Referencing a Book
 - Referencing a Journal Article
 - Newspaper Articles
 - Conference Proceedings
 - Online Documents
 - Online Journal
 - Website/ Webpage
- Writing the Reference List

Mode d'évaluation :

100% CC

References

Bowker, N. (2007). *Academic writing: A guide to tertiary level writing*. New Zealand Massey University. Student Learning Development Services. Available at: <http://owl.massey.ac.nz/pdf/Academic-Writing-Guide.pdf>

Hacker, D. (2009). *Rules for writers* (6th ed). New York: Bedford/St. Martin's. Available at: www.petargage.com/Legal%20Philosophy-%202011/000_RFW6e_Preface.pdf

Hairston, M., & Keen, M. (2003). *Successful writing*. New York: Norton. Available at: <http://www.chercheinfo.com/uploads/1941-c5011e54de.pdf>

Hartley, J. (2008). *Academic writing and publishing: A practical handbook*. New York: Routledge. Available at:

<http://inf.ucv.ro/~mirel/courses/MIAM114/docs/academicwriting.pdf>

Intitulé du Master : Literature and Civilization

Semestre : 2

Intitulé de l'UE : Découverte

Intitulé de la matière 1 : History of Ideas

Crédits : 01

Coefficients :01

Objectifs de l'enseignement

Examine the origins and evolution of modern political ideologies shaped by revolutions and totalitarian regimes, engaging with key thinkers on freedom and responsibility. Analyze postmodern critiques of truth, power, and language, and assess the ethical challenges of the digital age, from AI to information control.

Connaissances préalables recommandées

Students should have a basic understanding of major historical events, philosophical traditions, and political ideologies from antiquity to the modern era. Familiarity with key concepts in ethics, political thought, cultural history, and critical reading of philosophical texts will support their engagement with the development and transformation of ideas in both historical and digital contexts.

Contenu de la matière

Lesson 1: Political Revolutions and Ideas of Freedom

- The American and French Revolutions
- Liberalism, conservatism, republicanism

Lesson 2: Totalitarianism and the 20th Century

- Fascism, communism, democracy
- Arendt, Orwell, and political responsibility

Lesson 3 : Postmodernism and Deconstruction

- Foucault, Derrida, Lyotard
- Truth, power, and language

Lesson 4 The Digital Age and the Future of Ideas

- Information ethics, AI, and transhumanism
- The evolving role of knowledge

Lesson 5: Ideas, Power, and Censorship in the 21st Century

→ Explore how digital platforms, states, and institutions shape the visibility and suppression of ideas in contemporary society

Lesson 6: Globalization and the Circulation of Ideas

→ Examine how ideas travel across cultures in the digital era, including the tensions between local traditions and global narratives.

Mode d'évaluation :

100% Examen

Intitulé du Master : Literature and Civilization

Semestre : 2

Intitulé de l'UE : Découverte

Intitulé de la matière 2 : Media and Literature

Crédits : 01

Coefficients :01

Objectifs de l'enseignement

- To explore the interplay between media and literature within historical and cultural contexts.
- To develop students' skills in critical analysis, academic writing, and media-literary interpretation.
- To foster an understanding of how media narratives, influence and reflect societal values.

Connaissances préalables recommandées

Students should have basic skills in literary analysis and media literacy. They should be familiar with key historical, cultural, and social contexts influencing literature and media. Competency in academic reading, writing, and interpreting narratives across different forms is also expected.

Contenu de la matière

1 | Media, Literature, and Identity

- Group discussion: Gender, race, class in media/literature

2 | Postcolonial Narratives in Media and Literature

- Text comparison: Postcolonial poem vs. documentary excerpt

3 | Media and the Construction of History

- Analysis of historical representation in film and fiction

4 | Literature and Journalism: Narrative Truths

- Explore the blurred lines between factual reporting and creative storytelling.

5 | Popular Culture and the Literary Canon

- Should pop culture be studied academically?

6 | Digital Literature and Social Media Narratives

- Explore digital texts, blogs, and storytelling platforms

7 | Literary Criticism and Media Theories

- Application of theories: Barthes, Hall, McLuhan

Mode d'évaluation :

100% Examen

Références

David Gauntlett. *Media, Gender and Identity: An Introduction.* Routledge, 2008.

Henry Jenkins. *Convergence Culture: Where Old and New Media Collide.* NYU Press, 2006.

John Berger. *Ways of Seeing.* Penguin, 1972.

Linda Hutcheon. *A Theory of Adaptation.* Routledge, 2013 (2nd ed.).

Intitulé du Master : Literature and Civilization

Semestre : 2

Intitulé de l'UE : Transversales

Intitulé de la matière 2 : Programmation Informatiques

Crédits : 01

Coefficients :01

1.Objectifs de la matière

2.Connaissances préalables recommandées

3.Contenu

4.Mode d'évaluation

Contrôle continu (100%)

5.Références bibliographiques

M2 S3

Intitulé du Master : Literature and Civilization

Semestre : 3

Intitulé de l'UE : Fondamentale

Intitulé de la matière 1: *Modern and Postmodern Drama: Stage, Self, and Society*

Crédits : 04

Coefficients :02

Objectives

- 1) Follow the development of contemporary theater from the late 1800s to the present day.
- 2) Investigate the connectedness among theatre, society, and the individual.
- 3) Uncover how playwrights address major social and philosophical issues, such as identity, alienation, and absurdity.
- 4) Help students' critical and analytical abilities excel via reading, discussion, and interpretations of dramatic works.

Connaissances préalables recommandées

Contenu de la matière

Lecture 1: Introduction (Modern and Postmodern Drama)

- Difference and distinction between the Modern and Postmodern
- Contextualizing: realism, expressionism, existentialism, absurdism

Lecture 2 – The Rise of Modern Drama

- Study of Social Realism, gender roles, morality and conflict in Henrik Ibsen's *A Doll's House*

Lecture 3: Symbolism and Early Experimentation

- Exploring class, psychology, expressionism and naturalism in August Strindberg's *Miss Julie*

Lecture 4: Political Theatre and Brechtian Innovation

- Study of the epic theatre and alienation in Bertolt Brecht *Mother Courage (The Good Person of Szechwan)* Choices are optional

Lecture 5: Theatre of the Absurd (Part One)

- Exploring absurdism, repetition, time, existentialism and nothingness in Samuel Beckett's *Waiting for Godot*

Lecture 6 : Theatre of the Absurd (Continuation)

- Dehumanization, language collapse, and bureaucracy in Eugène Ionesco's *The Bald Soprano* or *Rhinoceros*

Lecture 7: Psychological Fragmentation and « Pinteresque » Drama

- Study of menace, silence, ambiguousness and power in Harold Pinter's *The Homecoming (The Dumb Waiter)*. (choices are optional)

Lecture 8: Post-War American Drama

- Discovering reality, illusion, desire, and memory in Tennessee Williams' *A Streetcar Named Desire* (Optional choice)

Lecture 9 – American Realism and Social Collapse

- **Identity, (generational) conflict, and the American Dream** in Arthur Miller's *Death of a Salesman*

Lecture 10: (Postmodern) Playfulness and Meta-Theatre

- Self-awareness, intertextuality and randomness in Tom Stoppard's *Rosencrantz and Guildenstern Are Dead*

Lecture 11: Gender in Postmodern Drama

- Fragmented identity, gender performativity and colonialism in Caryl Churchill's *Cloud Nine* or *Top Girls* (Optional)

Lecture 12 : Postcolonial and Multicultural Voices

- Study of cultural conflict and hybridity in Wole Soyinka's *Death and the King's Horseman*

Lecture 13 – Student Performativity

- Thematic and/or comparative group/individual workshops/presentations

Mode d'évaluation :

40% CC 60% CC

References

- Bürger, P. (1984). *Theory of the avant-garde* (M. Shaw, Trans.). Minneapolis: University of Minnesota Press. (Original work published 1974)
- Esslin, M. (2004). *The theatre of the absurd* (3rd ed.). London: Bloomsbury Methuen Drama. (Original work published 1961)
- Fuchs, E. (1996). *The death of character: Perspectives on theater after modernism*. Bloomington: Indiana University Press.
- Lyotard, J.-F. (1984). *The postmodern condition: A report on knowledge* (G. Bennington & B. Massumi, Trans.). Minneapolis: University of Minnesota Press.
- Pavis, P. (1998). *Dictionary of the theatre: Terms, concepts, and analysis* (C. Shantz, Trans.). Toronto: University of Toronto Press. (Original work published 1996)

Intitulé du Master : Literature and Civilization

Semestre : 3

Intitulé de l'UE : Fondamentale

Intitulé de la matière 2 : Introduction to Comparative Literature

Crédits : 04

Coefficients :02

Objectifs de l'enseignement

Final Course Objectives:

By the end of this course, students will be able to:

1. Define the field, scope, and key concepts of Comparative Literature.
2. Analyze literary texts across different languages, cultures, periods, and genres.
3. Identify thematic, stylistic, and formal connections between texts from diverse literary traditions.
4. Develop comparative reading strategies and apply them in analytical essays or presentations.

Connaissances préalables recommandées

Contenu de la matière

Lecture 1: Introduction to Comparative Literature

What is comparative literature? Definition and scope

Lecture 2: Historical Development of Comparative Literature

- Origins in 19th-century Europe
- The French and American schools of Comparative Literature
- The shift toward interdisciplinarity and postcolonial perspectives in the late 20th century

Lecture 3: Theoretical Approaches in Comparative Literature

- Intertextuality (Kristeva, Barthes)
- Theories of influence and reception
- Postcolonial criticism (Said, Spivak)
- World Literature and globalization debates (Damrosch)

Lecture 4: Comparative Analysis of Genres and Themes

- Comparative study of major literary genres: epic, drama, novel, poetry
- Transcultural themes: exile, identity, gender, power, death, love
- Case studies: a theme or motif across different literary traditions

Lecture 5: Comparative literature as/and Interdisciplinarity

Lecture 6: Literature in Translation

- Role of translation in Comparative Literature
- Issues of fidelity, loss, and cultural negotiation
- Examples of how translation shapes literary reception

Lesson 7 : Comparative Literature Today

- Current trends and debates: world literature, digital humanities, transnational studies
- The future of Comparative Literature in a globalized, multilingual world

Mode d'évaluation :

100% CC

References

Bassnett, S. (2013). *Comparative literature: A critical introduction* (2nd ed.). Wiley-Blackwell.

Damrosch, D. (2003). *What is world literature?* Princeton University Press.

Kristeva, J. (1986). *The Kristeva reader*. (T. Moi, Ed.). Columbia University Press..

Tötösy de Zepetnek, S. (1998). *Comparative literature: Theory, method, application*. Rodopi.

Intitulé du Master : Literature and Civilization

Semestre : 3

Intitulé de l'UE : Fondamentale

Intitulé de la matière 3 : Anglo-American History

Crédits : 04

Coefficients :02

Objectifs de l'enseignement

By the end of the course, students will be able to:

1. Analyze key moments of interaction and divergence between Britain and the United States.
2. assess historiographical debates on empire, revolution, liberalism, and global power.
3. Trace the evolution of Anglo-American identity in cultural and political contexts.
4. Interpret primary sources within transatlantic frameworks.

Connaissances préalables recommandées

Students should have a **basic knowledge of world history**, especially major events like colonization, revolutions, and world wars. They should understand **key historical concepts** such as empire, nation-state, democracy, and industrialization.

Contenu de la matière

Lecture 1: Foundations of Anglo-American Connections: 1607–1688

TD: Jamestown and the Puritan legacy: Letters, charters, sermons

Lecture 2: The Transatlantic Enlightenment and Republicanism

TD: Paine's Common Sense and British Whig thought

Lecture 3: The American Revolution and British Imperial Crisis

TD: British and American pamphlets, Loyalist narratives

Lecture 4: Post-Revolution Diplomacy and the Anglo-American Peace (1783–1815)

TD: Jay's Treaty, correspondence between Jefferson and Adams

Lecture 5: Slavery, Abolition, and the Moral Empire

TD: British abolitionist tracts vs. American slave narratives

Lecture 6: The Civil War and British Neutrality

TD: British press coverage of the Civil War, the Trent Affair

Lecture 7: The Anglo-American 'Special Relationship' in the Age of Empire

TD: Roosevelt, Chamberlain, Anglo-American cultural diplomacy

Lecture 8: World War I and Anglo-American Wartime Alliances

TD: Wilson's diplomacy, Anglo-American soldiers' letters

Lecture 9: The Interwar Years and Transatlantic Ideologies

TD: Anglo-American debates on isolationism and liberalism

Lecture 10: World War II and the Atlantic Charter

TD: Churchill-Roosevelt correspondence, Allied propaganda

Lecture 11: The Cold War and Anglo-American Global Strategy

TD: The Marshall Plan, NATO founding texts, Suez Crisis

Lecture 12: Post-Cold War Anglo-Americanism: From Thatcher-Reagan to Blair-Bush

TD: Political speeches, 9/11 addresses, Iraq War debates

Mode d'évaluation : *Contrôle continu, examen, etc... (La pondération est laissée à l'appréciation de l'équipe de formation)*

40% CC 60% CC

Références

- Bailyn, Bernard. The Ideological Origins of the American Revolution. Harvard University Press, 1992.
- Bell, Duncan. Dreamworlds of Race: Empire and the Utopian Destiny of Anglo-America. Princeton University Press, 2020.
- Dumbrell, John. A Special Relationship: Anglo-American Relations from the Cold War to Iraq. Palgrave Macmillan, 2006.
- Ferguson, Niall. Empire: How Britain Made the Modern World. Penguin, 2004.
- Hobsbawm, Eric. The Age of Empire: 1875–1914. Vintage, 1989.
- Howe, Stephen. Empire: A Very Short Introduction. Oxford University Press, 2002.
- Pocock, J.G.A. The Machiavellian Moment. Princeton University Press, 2003.
- Reynolds, David. Rich Relations: The American Occupation of Britain, 1942–1945. Random House, 1995

Intitulé du Master : Literature and Civilization

Semestre : 3

Intitulé de l'UE : Fondamentale

Intitulé de la matière 4 : Modern Issues in Anglo-Saxon Civilization

Crédits : 06

Coefficients :03

Objectifs de l'enseignement

By the end of the course, students will be able to:

1. Analyze key modern issues within Anglo-Saxon civilizations.
2. Compare and contrast contemporary challenges across different Anglo-Saxon societies.
3. Evaluate the influence of globalization and multiculturalism on Anglo-Saxon identity and values.
4. Develop research skills using interdisciplinary approaches (history, political science, cultural studies, media studies).

Connaissances préalables recommandées

Students should have a basic understanding of modern history, key political and social concepts (e.g., nationalism, colonialism, globalization), and academic reading and writing skills. Familiarity with cultural and media analysis is recommended.

Contenu de la matière

Lesson 1: Introduction to Anglo-Saxon Civilization: A Modern Perspective

An overview of Anglo-Saxon civilization as it stands today, examining definitions, core values, and contemporary significance.

Lesson 2: Colonial Legacies and Post-Colonial Identities

Exploration of colonial histories and their continuing impact on identity formation in Anglo-Saxon societies.

Lesson 3: The Crisis of National Identity: Brexit, Trumpism & Populism

Discussion of modern populist movements and the challenges they pose to liberal democracies in the Anglo-Saxon world.

Lesson 4: Race, Multiculturalism, and Immigration Debates

Critical analysis of racial politics, immigration controversies, and multiculturalism in Anglo-Saxon countries.

Lesson 5: Media, Power, and the Anglo-Saxon Public Sphere

Investigation of how modern media shapes public discourse and influences political and cultural narratives.

Lesson 6: The Role of the Monarchy and the Culture Wars in the UK

Examination of the monarchy's relevance in contemporary Britain and its entanglement in cultural and political debates.

Lesson 7: Gun Culture and Violence in the United States

Study of America's unique relationship with firearms, its historical roots, and its modern social implications.

Lesson 8: Environmental Crisis and the Politics of Climate Change

Analysis of how Anglo-Saxon nations address environmental challenges and their role in global climate politics.

Lesson 9: Indigenous Rights in Australia, New Zealand, and Canada

Insight into the historical and contemporary struggles of Indigenous peoples within Anglo-Saxon settler societies.

Lesson 10: Gender, Sexuality, and Cultural Shifts

Discussion of evolving gender norms, LGBTQ+ rights, and feminist movements in Anglo-Saxon civilizations.

Lesson 11: The Anglo-Saxon World and Globalization

Evaluation of the Anglo-Saxon nations' roles in globalization, cultural exchange, and international relations.

Mode d'évaluation :

40% CC 60% CC

Références

Dunbar-Ortiz, R. (2018). *Loaded: A Disarming History of the Second Amendment*. City Lights Books.

Giddens, A. (2000). *Runaway World: How Globalisation is Reshaping Our Lives*. Routledge

Gilroy, P. (2005). *Postcolonial Melancholia*. Columbia University Press.

Goodwin, M. (2018). *National Populism: The Revolt Against Liberal Democracy*. Pelican.

Hazell, R., & Morris, B. (2020). *The Role of Monarchy in Modern Democracy: European Monarchies Compared*. Hart Publishing.

Hobsbawm, E. (1994). *The Age of Extremes: The Short Twentieth Century, 1914–1991*. Michael Joseph.

Klein, N. (2014). *This Changes Everything: Capitalism vs. the Climate*. Simon & Schuster.

Moreton-Robinson, A. (2015). *The White Possessive: Property, Power, and Indigenous Sovereignty*. University of Minnesota Press.

Oakland, J. (2022). *British Civilization: An Introduction*. Routledge.

Piketty, T. (2020). *Capital and Ideology*. Harvard University Press.

Tarnas, R. (1991). *The Passion of the Western Mind*. Ballantine Books.

Intitulé du Master : Literature and Civilization

Semestre : 3

Intitulé de l'UE : Methodology

Intitulé de la matière 1 : Literary theory and criticism

Crédits : 04

Coefficients :02

Objectifs de l'enseignement

This course aims to familiarize students with the principal schools of modern literary theory and criticism. It will enable learners to analyze literary texts through the lenses of Marxism, Formalism, Structuralism, Reader-Response, Psychoanalysis, and Postcolonial theory. Students will develop the ability to apply key critical concepts and methodologies to diverse works of literature. The program fosters comparative evaluation of these theoretical frameworks, emphasizing their interpretive strengths and limitations.

Connaissances préalables recommandées

Course Content

- Lecture 1: Marxist Literary Criticism
- Lecture 2: Formalism
- Lecture 3: Structuralism
- Lecture 4: Reader-Response Criticism
- Lecture5 : Psychoanalysis
- Lecture 6 : Post colonial literary Criticism

Mode d'évaluation :

100% CC

Références

Benadla, D. (2021). *Critical theory made simple: Guide to master students*. Khayal Edition

Eagleton, Terry. (1983). *Literary Theory: An Introduction*. London: University of Minnesota Press

Rapaport, Herman. *The Literary Theory Toolkit A Compendium of Concepts and Methods*. Wiley Blackwell, Ltd., 2011

Tyson, Lois. *Critical Theory Today: A User Friendly Guide*. New York: Routledge, 2006

Intitulé du Master : Literature and Civilization

Semestre : 3

Intitulé de l'UE : Methodology

Intitulé de la matière 2 : Cultural Studies

Crédits : 04

Coefficients :02

Objectifs de l'enseignement

Aims and Objectives

The course of cultural studies targets the introduction of learners to cultural studies, with a view to reading and interpreting critically cultural forms through a set of theories and methodologies. It aims at achieving the followings

- Acquaint learners with the key concepts and theories
- Enable learners to develop a familiarity with the methodologies employed in cultures studies
- Provide learners with a multidisciplinary study of culture
- Hasten the promotion of their critical thinking skills

Gain an insight into topic knowledge related to globalisation, ethnicity, multiculturalism.

Connaissances préalables recommandées

The prerequisite knowledge students should have before studying cultural studies:

1. Basic understanding of social and political theory (concepts like power, ideology, and identity).
2. Familiarity with media forms and popular culture (TV, film, music, advertising, social media).
3. Critical reading and interpretation skills (ability to analyze texts, images, and cultural symbols).

Contenu de la matière

1. Mapping the concept of culture

- Characteristics of Culture
- Symbols of Culture
- Assimilation and Acculturation

2. Mapping the concept of cultural Studies

- Definition
- Evolution of Cultural Studies

3. Major theories and key figures

4.Key concepts

- Power
- Subjectivity
- Ideology
- Hegemony
- Identity
- Representation
- discourse
- Gender

5.Marxism and Culture Industry

- High culture /low culture
- Commodity

Nationalism, Postcolonialism, Multiculturalism, Globalism

- Cultural Reading of Nationalism
- Cultural Reading of Postcolonialism
- Multiculturalism

Media and Public spheres

- TV and cinema.
- Forms of advertising,
- social media
- Graphitti and street art
- Food and Fashion

Science and technology

Feminism and Women Empowerment

- Definition and Emergence of the movement
- Theories of feminism- liberal, socialist, radical and post-modern
- Female Empowerment

Gender Representation

- Cultural Constructs of Gender
- Gender Bias and Gender Discrimination
- Gender Production and Re-Production
- Queer Theory

Mode d'évaluation : 100% CC

Références

Assmann, Aleida. (1997). *Introduction to Cultural Studies: Topics, Concepts, and Issues*.

Barker, Chris. (2012). *Cultural Studies: Theory and Approach*: 4TH ED. New Delhi, Sage Publications, India.

During, Simon. (2007). *The Cultural Studies Reader*, Routledge

Hall, Stuart (Ed.). (1997). *Representation: Cultural Representations and Signifying Practices*, Sage Publications

Williams, Raymond. (1976). *Keywords: A Vocabulary of Culture and Society*, Croom Helm

Intitulé du Master : Literature and Civilization

Semestre : 3

Intitulé de l'UE : Methodology

Intitulé de la matière 3 : Academic Writing

Crédits : 01

Coefficients :01

Objectifs de l'enseignement

Final Course Objectives

By the end of this course, students will be able to:

1. **Structure and organize academic essays and research papers** using appropriate formats and conventions.
2. **Write in an appropriate academic style and tone**, avoiding informal language and common grammatical errors.
3. **Effectively edit, proofread, and revise academic writing** for clarity, coherence, and correctness.
4. **Compose clear abstracts, introductions, and conclusions** suitable for academic essays and research papers.

Connaissances préalables recommandées

Students should understand **basic academic writing conventions** and source use. They must be able to **paraphrase, summarize, quote, and reference** using APA or MLA styles.

Basic skills in **grammar, sentence structure, and writing short academic texts** are required.

Contenu de la matière

1. Overview (Layout)
2. Goal Setting
3. Outlining (Intro-context-thesis statements-

- background censuses)
4. Organising your thoughts (major & minor points consideration)
 5. Academic Arguments
 6. Summary and Analysis in Literary Works
 7. Paraphrasing & Quoting
 8. Critical reading
 9. Critical thinking

Mode d'évaluation :

100% CC

Références

Bailey, S. (2018). *Academic writing: A handbook for international students* (5th ed.). Routledge.
<https://doi.org/10.4324/9780429487815>

Swales, J. M., & Feak, C. B. (2012). *Academic writing for graduate students: Essential tasks and skills* (3rd ed.). University of Michigan Press.

Wallwork, A. (2016). *English for writing research papers* (2nd ed.). Springer.
<https://doi.org/10.1007/978-3-319-26094-5>

Intitulé du Master : Literature and Civilization

Semestre : 3

Intitulé de l'UE : Découverte

Intitulé de la matière 1 : Media and Literature

Crédits : 01

Coefficients :01

Objectifs de l'enseignement

By the end of this course, students will be able to:

- Analyze the relationship between media forms and cultural contexts.
- Examine how media narratives shape and reflect social and political ideologies.
- Apply theoretical frameworks to contemporary and historical media texts.
- Develop original media criticism through written and visual essays.

Connaissances préalables recommandées

Students should have basic skills in literary analysis and media literacy. They should be familiar with key historical, cultural, and social contexts influencing literature and media. Competency in academic reading, writing, and interpreting narratives across different forms is also expected.

Contenu de la matière

Lesson 1: Narrative Theory and Media

Lesson 2: Modernism, Postmodernism, and Non-linear Narratives

Lesson3: Digital Narratives and Hypertexts

Lesson 4: Representation and Identity in Media

Lesson 5: Oral Traditions and Indigenous Media

Lesson 6: Global Cinema and Transcultural Narratives

Lesson 7: Media as a Site of Collective Memory

Mode d'évaluation :

100% Examen

Références

John Berger. *Ways of Seeing*. Penguin, 1972.

Linda Hutcheon. *A Theory of Adaptation*. Routledge, 2013 (2nd ed.).

Lisa Gitelman. *Always Already New: Media, History, and the Data of Culture*. MIT Press, 2006.

Marshall McLuhan. *Understanding Media: The Extensions of Man*. MIT Press, 1994

Raymond Williams. *Keywords: A Vocabulary of Culture and Society*. Oxford UP, 1983.

Intitulé du Master : Literature and Civilization

Semestre : 3

Intitulé de l'UE : Transversales

Intitulé de la matière : Artificial Intelligence

Crédits : 01

Coefficients :01

1.Objectifs de la matière

- Comprendre les principes de conception et de développement d'un chatbot utilisant l'IA, spécifiquement orienté vers la littérature Anglaise.
- Appliquer des techniques de traitement du langage naturel (NLP) pour générer

des contenus littéraires (poésie, dialogues, corrections).

- Expérimenter la création d'outils interactifs (chatbot, générateur de poésie, correcteur automatique) adaptés à un public Anglophone.
- Développer des compétences pratiques en programmation et intégration d'IA dans des projets concrets.

2. Connaissances préalables recommandées

- Bases en IA, machine Learning et NLP (notions vues aux semestres 1 et 2 du socle Commun).
- Connaissances élémentaires en programmation (Python recommandé).
- Sensibilité à la littérature française et aux spécificités linguistiques

4. Contenu

- Ateliers pour créer un chatbot littéraire, un générateur de poésie, ou un correcteur automatique.

5. Mode d'évaluation

- **Contrôle continu (100%)**

6. Références bibliographiques

-Académie de Paris (2025). L'intelligence artificielle dans l'éducation.

-Bentifraouine, J., & Liria, P. (2023). Apprendre et enseigner avec l'IA, un futur proche ? Le Français dans le monde, 449, 58-59.

-Goodfellow, I., Bengio, Y., & Courville, A. (2016). *Deep Learning*. MIT Press. *The go-to text for deep learning techniques, neural networks, and applications.*

-Murphy, K. P. (2022). *Probabilistic Machine Learning: An Introduction*. MIT Press.

A comprehensive book on probabilistic models for AI and ML.

V- Accords ou conventions

Oui

NON

(Si oui, transmettre les accords et/ou les conventions dans le dossier papier de la formation)

LETTRE D'INTENTION TYPE

(En cas de master coparrainé par un autre établissement universitaire)

(Papier officiel à l'entête de l'établissement universitaire concerné)

Objet : Approbation du coparrainage du master intitulé :

Par la présente, l'université (ou le centre universitaire) déclare coparrainer le master ci-dessus mentionné durant toute la période d'habilitation de ce master.

A cet effet, l'université (ou le centre universitaire) assistera ce projet en :

- Donnant son point de vue dans l'élaboration et à la mise à jour des programmes d'enseignement,
- Participant à des séminaires organisés à cet effet,
- En participant aux jurys de soutenance,
- En œuvrant à la mutualisation des moyens humains et matériels.

SIGNATURE de la personne légalement autorisée :

FONCTION :

Date :

LETTRE D'INTENTION TYPE

(En cas de master en collaboration avec une entreprise du secteur utilisateur)

(Papier officiel à l'entête de l'entreprise)

OBJET : Approbation du projet de lancement d'une formation de master intitulé :

Dispensé à :

Par la présente, l'entreprise déclare sa volonté de manifester son accompagnement à cette formation en qualité d'utilisateur potentiel du produit.

A cet effet, nous confirmons notre adhésion à ce projet et notre rôle consistera à :

- Donner notre point de vue dans l'élaboration et à la mise à jour des programmes d'enseignement,
- Participer à des séminaires organisés à cet effet,
- Participer aux jurys de soutenance,
- Faciliter autant que possible l'accueil de stagiaires soit dans le cadre de mémoires de fin d'études, soit dans le cadre de projets tuteurés.

Les moyens nécessaires à l'exécution des tâches qui nous incombent pour la réalisation de ces objectifs seront mis en œuvre sur le plan matériel et humain.

Monsieur (ou Madame).....est désigné(e) comme coordonateur externe de ce projet.

SIGNATURE de la personne légalement autorisée :

FONCTION :

Date :

CACHET OFFICIEL ou SCEAU DE L'ENTREPRISE

Administratifs et Consultatifs

Intitulé du Master : Literature and Civilization

Responsable du CSF + Responsable de l'équipe de domaine

Date et visa

Date et visa

د. بن عدلة جمال
مسؤول فريق ميدان تكوين
الأدب واللغات الأجنبية



Doyen de la faculté (ou Directeur d'institut)

Date et visa :



أ. د. سعيدي بن يسمي
عميد كلية الآداب واللغات والفنون

Chef d'établissement universitaire

Date et visa



مدير الجامعة
عليه الله وهبي تبون

